DOCUMENT RESUME

ED 362 413 SE 053 818

AUTHOR	Leder, Gilah C., Ed.
TITLE	Assessment and Learning of Mathematics.
INSTITUTION	Australian Council for Educational Research, Hawthorn.
REPORT NO	ISBN-0-86431-122-2
PUB DATE	92
NOTE	354p.
AVAILABLE FROM	Australian Council for Educational Research Ltd., Radford House, Frederick Street, Hawthorn, Victoria 3122, Australia.
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Cognitive Measurement; *Constructivism (Learning); Cultural Influences; Educational Change; Elementary Secondary Education; Evaluation; *Evaluation Methods; Foreign Countries; Informal Assessment; Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; *Models; National Programs; Student Evaluation; Teacher Role; Teaching Methods
IDENTIFIERS	Australia; Authentic Assessment; *Mathematics Education Research; National Standards; Netherlands; United Kingdom

ABSTRACT

This book addresses the link between student learning of mathematics, the teaching method adopted in the mathematics classroom, and the assessment procedures used to determine and measure student knowledge. Fifteen chapters address issues that include a review of different models of mathematics learning and assessment practices, three contrasting views of learning, the effects of teachers' perceptions of their roles on teaching, concerns with the social context in mathematics classrooms, the national curriculum in the United Kingdom, developments in mathematics education in the Netherlands, and a comparison of major curriculum initiatives in United States, England, and Australia. Chapters are as follows: (1) "Perspectives on learning, teaching and assessment" (G. C. Leder and H. J. Forgasz); (2) "Curriculum and assessment: A basic cognitive model" (K. F. Collis); (3) "Cognitive theories and their implications for mathematics education" (J. Sweller); (4) "Instructional development and assessment from a socioconstructivist perspective" (E. Yackel, P. Cobb, and T. Wood); (5) "Teaching and assessment relationships in mathematics instruction" (D. A. Grouws and S. L. Meier); (6) "Teachers' interpretations of their roles in mathematics classrooms" (J. A. Mousley, M. A. Clements, and N. F. Ellerton); (7) "The role of assessment in determining mathematics performance" (D. Clarke); (8) "Cultural issues in the intended, implemented and attained mathematics curriculum" (A. J. Bishop); (9) "The English experience of a national curriculum and assessments" (L. S. Joffe); (10) "Early years mathematics: Children, teachers and assessment" (L. Rogers); (11) "Understanding children's mathematics: Some assessment tools" (G. N. Masters and B. A. Doig); (12) "Through children's eyes: A constructivist approach to assessing mathematics learning" (B. A. Doig and G. N. Masters); (13) "Curriculum planning, assessment and student learning in mathematics: A top-down approach" (D. Blane); (14) "Critical factors for real changes in mathematics learning" (J. de Lange); and (15) "Curriculum planning + assessment =

learning?" (G. C. Leder). A list of the authors and an index are included. (MDH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****